There is a general consensus among CSUF graduates from the Masters Reading program that the experience was exhilarating, challenging, exhausting, comforting, insightful, brain draining, authentic, professionally stimulating, fraught with writer's cramp, socially energizing, and characterized by feelings of genuine satisfaction and pride. In other words, we are all glad that we did it! When it comes to our professions, many see immediate rewards and empowerment after graduating. Through interviews with several of our fellow graduates who “facilitate” at the primary and middle school level, it was revealed just how authentic and useful their graduate experience has quickly become.

The graduates interviewed included Tracy Kouanis, a former fifth grade teacher who is currently teaching kindergarten at Walters Elementary School in the Magnolia Unified School District; Kathleen Kido, a former RSP instructor who is in her third year of teaching second grade at Cielo Vista Elementary School in the Saddleback Unified School District; Thao Ngox Pham, who teaches first grade at the John Marshall Elementary School in the Anaheim School District; Sherry Williams, the principal of Bethel Baptist Elementary School in Santa Ana; and Susan Burgess, who teaches French and a class entitled “Read for Power”-a remedial reading class-at Currie Middle School in the Tustin Unified School District.

Each of those educators acknowledged the increased confidence that they now possess in their teaching on a daily basis. Kathleen mentioned that the Masters had provided her with confidence as a result of her extended knowledge but, in addition, has validated what she has always felt and believed was the wisest approach to teaching. She is more empowered now to follow her “personal approach.” After being switched from fifth grade to kindergarten after her maternity leave, Tracy said that she would have been intimidated by her new assignment if she hadn't taken 508. Thao commented that she uses everyting that she learned in the program in terms of strategies and philosophies and is able to provide useful input to her fellow teachers who are unaware of some of the more student-friendly instructional strategies available. She also feels that she could transfer without fear to teaching at upper grade levels as a result of the knowledge she now possesses.

Sherry, an administrator; feels that her knowledge of reading is allowing her to more effectively assess her school's reading program, pinpoint weaknesses that may exist, and provide inservice for her faculty. Even the teachers at the school's secondary level are coming to her for input regarding the setting up of a reading lab particularly in the area of comprehension skills instruction. At the middle school level, Susan is now involved with a new reading program in her district which is attempting to help students with their literacy needs before they go on to the academic demands of high school. The program's objective is "full of concentration" on those students who are missed or fall through the cracks and who would ultimately be under-prepared in their reading prowess indefinitely if something isn't done to help them. Susan has much to offer in providing this help. Brenda Spencer is assisting Susan's district in setting up this program- “Read for Power.”

All of these educators conveyed that they are stronger decision-makers due to having been in the CSUF reading program. Many are involved in selecting textbooks and materials for their schools; their acquired knowledge in readability factors, organizational formats, presentation, and authentic content has been instrumental in their ability to provide solid input and wisdom toward the selection process. As most realize, the purchasing of a textbook series is an extensive financial and philosophical investment for the schools and districts and, once completed, cannot be easily reversed for years. When Tracy's district was considering the adoption of new reading textbooks, she noticed that after a few teachers tested a pilot program, there was very little feedback. She felt that some of the book programs better addressed upper
grades while other book series seemed more effective for the lower grades, but it seemed like there was a tendency developing to just select one entire series. She was able to offer informed input that helped immensely. Kathleen, Thao, Sherry and Susan all concurred that increased confidence and expertise acquired through their graduate experience have empowered them to make better decisions for their students, schools, districts, and themselves in areas critical to the educational process.

I would like to thank Tracy, Kathleen, Thao, Sherry, and Susan for taking the time and energy to share their experiences and insights for this article. Hopefully, for next time, Ellen Febonio and Carla Thomson will share what it is like to teach a CSUF graduate class in reading that they were hard-working students in just a short time ago?

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**FACULTY FOOTNOTES**
**BY KATHI BARTLE ANGUS**

All graduate faculty have been delighted with the growing enrollment in the graduate program. There has been a 350% increase in graduate students admitted to the program from Spring 1997 to Spring 1998!

Dr. Norma Inabinette has been quite busy lately serving on four search committees, one of which is for a new faculty member in reading. In addition, she is continuing her work with the faculties of several local districts. Norma wishes to express her appreciation for the many books she has received as donations to the clinic. The growing number of selections is having a positive impact on clinic clients.

Dr. JoArin Carter-Wells is enjoying a sabbatical this semester. She is currently a Distinguished visiting Professor at UC, Santa Clara and a Distinguished visiting Scholar at West Virginia University. Also, she was invited to serve as a commentator for the Higher Education Board in Washington as the state grappled with defining student outcomes.

Donna Padgett has been invited to make a presentation, "Art in Children's Literature" at the Placentia Library on March 30 at 7:00pm. This presentation is related to her master's project, a book, that is in the editorial phases of publication.

Brenda Spencer is serving as the department representative to Reading Improvement Competencies Assessment (RICA) committee. All those applying for a credential after October 1, 1998 will be required to pass this assessment. If you are interested contact Brenda for more information.

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**PUBLICATIONS BY FACULTY MEMBERS**

Look for an article co-written by Ash Bishop and his daughter, Carrie Bishop Steno, in the upcoming edition of The California Reader. This is a sequel to an article published in the Reading teacher in the late 1970's entitled "Carrie Learns to Read." Carrie is now a teacher in the Irvine Unified School District.

Dr. Brenda Spencer and Kathi Bartle Angus have had an article accepted for publication by the Journal of Adolescent and Adult Literacy. "Demonstrating Knowledge: The Use of Student Presentations in the College Classroom," should appear in the May issue.

Ready for ReadinG: A Handbook for Parents of Preschoolers by Ash Bishop and Hallie Yopp is in the final phases of the editing process. The book includes several chapters on what reading is all about and how parents can and should be actively enrolled in their children's learning to read process. It concludes...
with 60 reading activities that parents and children can participate in prior to the commencement of formal schooling. This much anticipated book should be available at this year's end.

NEEDED FOR THE READING CLINIC

Used bean bag chairs and rockers. Contact Norma Inabinette, CSUF Reading Dept.

JOB OPPORTUNITIES

Long Beach City College is looking to add to their pool of part-time reading instructors. If you are interested or require more information contact Mary Ellman at LBCC.

NEW FROM THE REG BOARD

Lifetime Memberships are now available for $175.00

The function of the university is not simply to teach bread-winning, or to furnish teachers for the public schools or to be a centre of polite society; it is, above all, to be the organ of that fine adjustment between real life and the growing knowledge of life, an adjustment which forms the secret of civilization.

W.E.B. Du Bois, The Souls of Black Folk, 1903

RECOMMENDED READING

BY CARLA THOMSON

At the REG Winter Dinner an appreciative audience heard the latest on "Supporting Struggling Readers" from our excellent speaker, Dr. Adria Klein. In keeping with that theme, did you notice that Teaching Struggling Readers: Articles from The Reading Teacher, a compilation assembled by Richard L. Allington, will be available from IRA in late March?

The book gives teachers a number of techniques to apply in the classroom and addresses a range of issues to help teachers redefine professional beliefs regarding what can be accomplished in giving children the skills they need to learn to read successfully. Allington and the other authors whose work is included share the belief that teachers, by being flexible in the selection of intervention approaches and through the creative use of available resources, can teach any child to read.

The articles included have been published in The Reading Teacher over the past 10 years and include topics such as organizing the classroom to help diverse students, encouraging motivation in struggling readers, using specific tools to teach at risk readers, and connecting school and home literacy.
HANCOCK FUND CONTINUES TO GROW

The Deborah Osen Hancock Fund was established several years ago on the retirement of Dr. Hancock from the CSU system. Dr. Hancock taught in and served as Chair of the Reading Department for over fifteen years. She was subsequently Dean of Education at CSUSB and then worked at the state level until she returned to CSUF in Secondary Education. Her contributions to the field and specifically to the Reading Department, prompted REG to establish this fund in her honor.

REG is the administrator of the Fund. It is solely for use by the CSUF Reading Clinic. When Dr. Norma Inabinette, Clinic Director, sees a need she may access the account. Over the years, the Fund has supplied books and technology for use by clinicians and students.

Dr. Norma Inabinette and the REG Board would like to acknowledge the following individuals for their generous contributions over the last few months.

$5 - $10
Dorothy Erick
Margaret Hirsen
Claudia Leyerle
Greta Nagel
Mildred Peterson
Leslie Prum
Arlene Wicker
Hallie Yopp-Slowick

$15 - $25
Cheryl Dumler
Cheryl Heene
Ellen Herick
Rebecca Moulthrop

$75 - $99
Andrea Sward

$100
Peggy Hammer

TECHNOLOGY TALK: REG HITS THE INTERNET
BY JOANNE GREENBAUM

REG members who attended the annual Winter Dinner on February 18th at the CSFU Marriot were treated to a preview of the REG web page. Presently, the web page has four primary links. The first link will connect users to the REG Mission Statement and Constitution. The Newsletters link will give members access to all of the newsletters for the present academic year. The third link, Reading Organizations, will enable users to choose between a number of Organizations web sites including: International Reading Association, College Reading and Learning Association, National Association for
Developmental Education, United States Department of Education and the California State University, Fullerton home page. The final link is for Questions or Comments from members. These comments will be forwarded to the web page coordinator, who will do her best to respond to your concerns.

To access the REG web page from the CSFU home page follow these steps:

1. Type the internet address - www.fullerton.edu
2. Click on Schools and Departments
3. Click on Human Development and Community Services
4. Click on Elementary, Bilingual, and Reading Education
5. Click on Special Programs
6. Click on Reading Educators Guild

To go directly to the web page, type the internet address: www.geocities.com/regfullerton/

We hope that the web page is a valuable resource for all members. Visit soon.

Reading Educators Guild Newsletter Staff

Editor: Nancy Rucker

Faculty Footnotes: Kathi Bartle Angus

Recommended Reading: Carla Thomson

The Reading Connection: Janice Blanton

Technology Talk: JoAnne Greenbaum

If you would like to contribute to the newsletter, by being a regular column writer or just an occasional article donator, please contact JoAnne Greenbaum at jgreenbaum@fullerton.edu. We need all of you to help make REG great!